

SANS SOUCI ELEMENTARY

302 Perry Road
Greenville, South Carolina 29609

GRADES 3-5 Elementary School

ENROLLMENT 188 Students

PRINCIPAL Mrs. Scarlet Black 864-241-3411

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	9	56	48	4

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

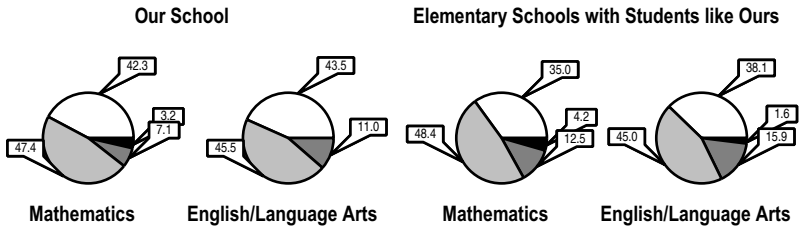
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WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Excellent	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	51	27
Percent satisfied with learning environment	73.9%	81.3%	84.0%
Percent satisfied with social and physical environment	82.6%	75.5%	92.6%
Percent satisfied with home-school relations	56.5%	86.0%	72.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	175	98.9	43.5	45.5	11.0	N/A	11.0	17.6
Gender								
Male	93	98.9	41.7	52.4	6.0	N/A	6.0	17.6
Female	82	98.8	45.7	37.1	17.1	N/A	17.1	17.6
Racial/Ethnic Group								
White	73	98.6	38.5	49.2	12.3	N/A	12.3	17.6
African-American	94	98.9	48.1	43.2	8.6	N/A	8.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	126	99.2	40.2	44.9	15.0	N/A	15.0	17.6
Disabled	49	98.0	51.1	46.8	2.1	N/A	2.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	175	98.9	42.8	46.1	11.2	N/A	11.2	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	173	98.8	43.0	45.7	11.3	N/A	11.3	17.6
Socio-Economic Status								
Subsidized meals	161	98.8	44.3	45.0	10.7	N/A	10.7	17.6
Full-pay meals	13	100.0	39.1	47.8	13.0	N/A	13.0	17.6

Mathematics								
All students	175	100.0	42.3	47.4	7.1	3.2	10.3	15.5
Gender								
Male	93	100.0	42.4	45.9	7.1	4.7	11.8	15.5
Female	82	100.0	42.3	49.3	7.0	1.4	8.5	15.5
Racial/Ethnic Group								
White	73	100.0	30.3	54.5	10.6	4.5	15.2	15.5
African-American	94	100.0	52.4	42.7	3.7	1.2	4.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	126	100.0	41.7	45.4	8.3	4.6	13.0	15.5
Disabled	49	100.0	43.8	52.1	4.2	N/A	4.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	175	100.0	41.6	48.1	7.1	3.2	10.4	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	173	100.0	41.8	47.7	7.2	3.3	10.5	15.5
Socio-Economic Status								
Subsidized meals	161	100.0	42.9	48.9	4.5	3.8	8.3	15.5
Full-pay meals	13	100.0	39.1	39.1	21.7	N/A	21.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	59	N/A	50.8	35.6	13.6	N/A	13.6
	Grade 4	62	N/A	33.9	56.5	9.7	N/A	9.7
	Grade 5	55	N/A	32.7	56.4	10.9	N/A	10.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	33.9	50.0	16.1	N/A	16.1
	Grade 4	61	98.4	51.9	42.3	5.8	N/A	5.8
	Grade 5	55	98.2	45.7	43.5	10.9	N/A	10.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	59	N/A	54.2	42.4	3.4	N/A	3.4
	Grade 4	62	N/A	53.2	30.6	11.3	4.8	16.1
	Grade 5	55	N/A	45.5	40.0	10.9	3.6	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	59	100.0	48.2	44.6	5.4	1.8	7.1
	Grade 4	61	100.0	39.6	50.9	5.7	3.8	9.4
	Grade 5	55	100.0	38.3	46.8	10.6	4.3	14.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 188)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 1.9%	3.2%	2.4%
Attendance rate	96.7%	Up from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.1%	Up from 3.4%	5.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	20.2%	Up from 19.7%	8.1%	8.0%
Older than usual for grade	2.1%	Down from 2.4%	2.8%	1.1%
Suspended or expelled	0.0%	Down from 1.5%	0.0%	0.0%

Teachers (n= 17)				
Teachers with advanced degrees	41.2%	Up from 38.9%	46.2%	50.0%
Continuing contract teachers	58.8%	Up from 44.4%	78.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	55.5%	No change	79.6%	86.2%
Teacher attendance rate	98.2%	Down from 98.5%	95.0%	95.3%
Average teacher salary	\$37,656	Up 5.4%	\$38,063	\$39,909
Prof. development days/teacher	7.5 days	Down from 19.6 days	13.2 days	11.4 days

School				
Principal's years at school	1.0	Down from 6.0	3.0	4.0
Student-teacher ratio	N/R	N/R	17.0 to 1	18.9 to 1
Prime instructional time	93.9%	Up from 93.6%	88.6%	89.7%
Dollars spent per pupil*	\$7,934	Up 51.4%	\$6,707	\$5,892
Percent spent on teacher salaries*	54.7%	Down from 91.6%	63.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our third year as an intermediate school serving students in grades three through five has been a successful one at Sans Souci Intermediate School. Our students have made academic progress participating in daily classroom instruction as well as in academic assistance and enrichment activities in our after-school program. We were proud to be recognized as a Red Carpet School, and we continue to make improvements on our PACT scores.

The year began on a positive note with a Back-to-School night and a community fair featuring community resources as part of our "Meet the Teacher" program. As a continuing result of receiving a grant for a "Closing the Gap" program, we have a unified code of behavior, school motto, and monthly themes to establish a positive atmosphere and sense of camaraderie in our school.

Highlights of our after-school program include the Strings program funded by the Campbell Young Leaders Foundation, also a full-time Strings teacher provided private lessons during the school day and group rehearsals after school. Our Strings students performed at several PTA meetings, and entered in statewide solo and ensemble competitions. A student Drill Team, instructed by members of the Furman University ROTC program, was also a direct part of our after-school program. The Drill Team marched in the Armed Forces Day Parade in May.

Teachers continued to receive training in Thinking Maps, 4-Block reading instruction, and Write From the Beginning to enhance language arts instruction for our students.

We also continued to use technology resources to improve student evaluation and performance with programs such as, Compass and Reading Counts.

Parent involvement was encouraged through regular parenting meetings, monthly awards programs, quarterly Star Parent award luncheons, and regular school wide and individual classroom newsletters. Volunteers from Furman University, who serve as Book Buddies and special friends to our students, also support us. The Furman Friends volunteers were trained by the Big Brothers/Big Sisters organization, and the program is based on that model. A school-based social worker and the Communities In Schools program also provide support resources for our students.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.